

Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources

STEP 1

Identify and determine the student's need for AEM*

*refer to instructional page



STEP 2

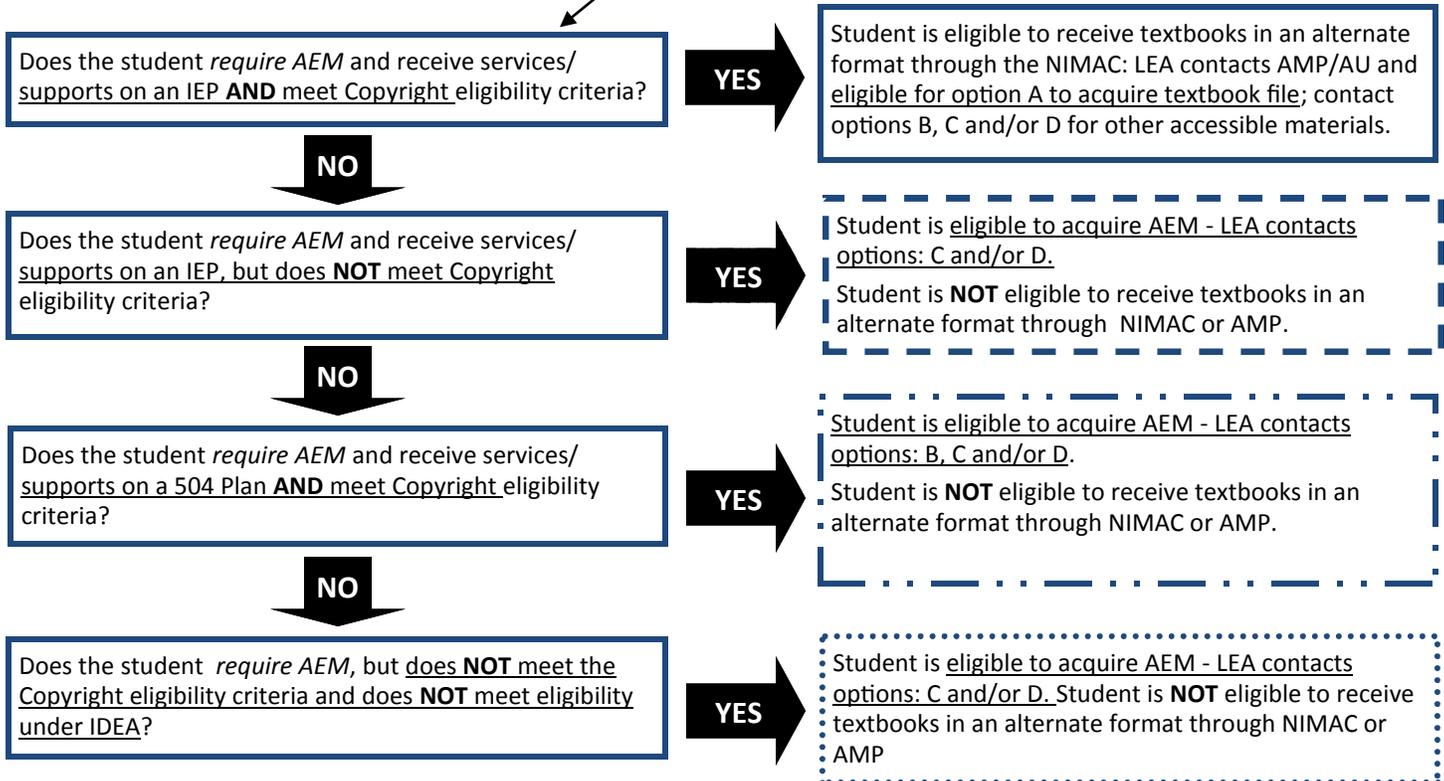
Selection and acquisition of Materials^

^refer to scenarios below and the table of AEM resource options

Once the need for AEM is determined and material format is established, qualifications for sources can be explored by the LEA to obtain materials for students identified in step 1 or who meet the criteria for one of the following categories -

- | | | | |
|-----------|-------------------|----------------------|-------------------------------|
| Blindness | Visual Disability | Physical Limitations | Documented Reading Disability |
|-----------|-------------------|----------------------|-------------------------------|

NOTE: Under Copyright Law, eligibility for obtaining materials from restricted resources is based on students who are blind, visually or physically impaired (such as can the student use the materials that are being used by other students across the curriculum), or with a documented print disability as determined and certified by a competent authority.



Determining the Need for Accessible Educational Materials (AEM) and acquiring AEM from the appropriate sources Instructional Page

There are several sources of AEM, but all sources cannot be used for all students. Take the following steps to identify the need for AEM, determine the eligibility and then acquire the appropriate materials from the available sources.

Step 1 - Identifying the student's need for AEM:

A collaborative, school-based team (such as Planning and Placement team (PPT), Individual Education Program (IEP) team, Individual and Family Support Plan (IFSP) team, Section 504 team, and Scientifically Research Based Intervention (SRBI) team) needs to determine: if the student can gain information from standard print-based instructional materials used across the curriculum by all students, does a disability impact the student's ability to access the curriculum, can the student use the materials that are being used by other students across the curriculum, and/or if the student needs the materials in a specialized format?

- To assist these teams in determining the AEM needs of a student, the National Center on Accessible Instructional Materials has created *The AIM Navigator*, which is an online tool that guides the work of a collaborative team as they determine the AEM-related needs of individual students. The Navigator is a "process facilitator" not a screening or diagnostic tool, consisting of a series of guiding questions to assist teams with decision-making about need, selection, acquisition, and use of AEM. Learning supports for completing each decision-making step are available throughout— [View The AIM Navigator](#)
- Refer to CT-AEM documents (www.serc.info/ctaem) for further guidance to determine if a student requires AEM.

Step 2 - Selection and Acquisition of Materials:

Once you have determined that a student requires materials, decide upon the format that will best meet the student's needs (e.g. braille, large print, audio, digital text). Based on the assessment to determine the student's need for AEM, students may qualify and/or be eligible for National Instructional Materials Accessibility Standard (NIMAS) files from the National Instructional Materials Accessibility Center (NIMAC) under various categories: blindness, visual impairment, physical limitations, or a documented reading disability; students with undocumented print disabilities (who are not eligible under IDEA or 504 plan) may still require AEM.

- If the student requires AEM and receives services/supports on an IEP **AND** meets Copyright eligibility criteria[^], **THEN** the student is eligible to receive textbooks in an alternate format through the NIMAC. The Local Education Agency (LEA) contacts the accessible media producer (AMP) or Authorized User (AU) for the textbook file to obtain materials (see below). Refer to "Option A" of the Resource Options (RO)* and the student is eligible and may access options B, C and/or D of the RO.
- If the student requires AEM and receives services/supports on an IEP, but does **NOT** meet Copyright eligibility criteria[^], **THEN** the student is still eligible for AEM; LEA can utilize and contact option C and/or D of the RO* page. The student is **NOT** eligible to receive textbooks in alternate formats through the NIMAC (option A).
- If the student requires AEM and receives services/supports on a 504 Plan **AND** meets Copyright eligibility criteria[^], **THEN** the student is still eligible for AEM; LEA may obtain alternate format files for materials, excluding NIMAC Textbooks— contact option A and is eligible to access option B, C and/or D of the RO* page.
- If the student requires AEM, but does **NOT** meet the Copyright eligibility criteria[^] and does **NOT** meet eligibility under IDEA, **THEN** the student is still eligible for AEM; LEA can utilize and access option C and/or D of the RO* page only.

Use of Materials:

If you need assistance in this decision making process, please go to CT-AEM documents (www.serc.info/ctaem) for guidance under the "Selection" section.

To utilize the specialized format(s) for educational participation and achievement, technology with features that deliver formats effectively is frequently needed to deliver student-ready accessible materials. Other than hard copy braille and hard copy large print, all other specialized formats are based on the use of technology to deliver content to the student.

** Refer to the table of AEM Resource Options*

[^] Under Copyright Law, eligibility is based on students' who are blind, visually or physically impaired, certified by a "competent authority" or with a documented print disability resulting from a reading disability based on an organic dysfunction certified by a "competent authority."

**ACCESSIBLE EDUCATIONAL/INSTRUTIONAL MATERIALS (AEM)
RESOURCE OPTIONS**

| Options | Available Resources | | |
|---|---|---|---|
| | <p>National Instructional Materials Access Center (NIMAC), a federal program established under IDEA. A student may be eligible for files through the NIMAC, but files can only be requested by an Accessible Material Producer (AMP)/Authorized User (AU). Local Education Agencies (LEAs) need to make contact with one of the following selected AMP/AU* in option A in order to access the files.</p> | | |
| <p>A Student has IEP & meets copyright criteria</p> | <p>*The following AMP and AU will request files from the NIMAC on behalf of the LEA for use by identified students:</p> <ul style="list-style-type: none"> • Bookshare- www.bookshare.org • Learning Ally- www.learningally.org • Bureau of Educational Services for the Blind (BESB) – nancy.mothersele@ct.gov (provides Braille and Large Print for students who are blind or visually impaired) | | |
| <p>B Student meets copyright criteria</p> | <ul style="list-style-type: none"> • Publishers- digital files or products may be provided to the LEA created by publishers at a cost; LEA must contact the publishers directly to determine what products are available – and ensure that proper PO language is used. • The LEA may contact AMP* (above) to access files for identified students. • The LEA may use resources C and D (below). | | |
| <p>C Student requires AEM</p> | <p>Commercially Created: LEA may obtain accessible materials from other sources (free or fee-based developers, web-based, teacher-created, public domain, etc.) - for example:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Free Resources:</p> <p>Project Gutenberg- www.gutenberg.org Natural Reader- www.naturalreaders.com Balabolka- www.cross-plus-a.com/balabolka.htm CCpose - http://ccprose.com Bartleby - www.bartleby.com Alex Catalogue of Electronic Text - Http://infomotions.com/alex/</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Fee Based Resources:</p> <p>Purchase Accessible Learning Materials (PALM) Publishers Accessible Book Collection- www.accessiblebookcollection.org Tumble Books- www.tumblebooks.com Audible.com- www.audible.com Book Clubs Google Books</p> </td> </tr> </table> | <p>Free Resources:</p> <p>Project Gutenberg- www.gutenberg.org Natural Reader- www.naturalreaders.com Balabolka- www.cross-plus-a.com/balabolka.htm CCpose - http://ccprose.com Bartleby - www.bartleby.com Alex Catalogue of Electronic Text - Http://infomotions.com/alex/</p> | <p>Fee Based Resources:</p> <p>Purchase Accessible Learning Materials (PALM) Publishers Accessible Book Collection- www.accessiblebookcollection.org Tumble Books- www.tumblebooks.com Audible.com- www.audible.com Book Clubs Google Books</p> |
| <p>Free Resources:</p> <p>Project Gutenberg- www.gutenberg.org Natural Reader- www.naturalreaders.com Balabolka- www.cross-plus-a.com/balabolka.htm CCpose - http://ccprose.com Bartleby - www.bartleby.com Alex Catalogue of Electronic Text - Http://infomotions.com/alex/</p> | <p>Fee Based Resources:</p> <p>Purchase Accessible Learning Materials (PALM) Publishers Accessible Book Collection- www.accessiblebookcollection.org Tumble Books- www.tumblebooks.com Audible.com- www.audible.com Book Clubs Google Books</p> | | |
| <p>D</p> | <p>Created locally with publisher permission such as scanning documents. LEAs must follow copyright requirements and obtain permission, when necessary.</p> | | |
| <p>FOR SUPPORT & MORE INFO</p> | <p>TECHNICAL ASSISTANCE, SUPPORT & TRAINING:</p> <p><u>State Education Resource Center</u> Dr. Smita Worah - worah@ctserc.org — (860) 632-1485 x319 Sean Kavanaugh - kavanaugh@ctserc.org — (860) 632-1485 x370</p> <p><u>CSDE</u> Thomas Boudreau - thomas.boudreau@ct.gov — (860) 713-6925</p> <p><u>BESB</u> Nancy Mothersele - nancymothersele@ct.gov — (860) 602-4123</p> <p><u>The National AEM Center at CAST</u> www.aem.cast.org — aem@cast.org</p> | | |